

preparation for their future activity. The next important resource is YouTube with its innumerable reserve of audio and video files that can help students deepen awareness of topics and develop their listening and speaking skills. Discussion questions can be used before and after viewing clips or listening which allows watching with purpose. Practically there are no topics that couldn't be supported and enriched with video clips or audio files from the Internet. With the help of media resources it is possible "to create some really interesting classroom materials as long as the need for comprehensibility is not forgotten" (Davis, 2003). And students are encouraged to make short presentations on the topics learnt at the end of each big theme. Surely, classrooms at the university should be equipped with multimedia equipment that allows using video clips with ease.

Thus, it can be said that CBI has advantages for ESP classes that cannot be overestimated:

- The content increases students' interest in the subject.
- It helps students develop a wider knowledge.
- It encourages students to search information from multiple sources and analyzing it.
- The content resources "provide opportunities to use language and content for meaningful communicative purposes" (Stoller&Grabe 1997).

CBI effectively combines language and content learning. Teachers can use interesting content material that their students will enjoy. And learner's motivation "increases when students are learning about something, rather than just studying language" (Davis, 2003).

References:

1. Fredricka L. Stoller and William Grabe, 1997. "A Six-T's Approach to Content-Based Instruction" http://www.carla.umn.edu/cobalt/modules/curriculum/stoller_grabe1997
2. Crandall, J. 1993. "Content-centered learning in the United States". Cambridge University Press.
3. Davies, S. 2003. 'Content Based Instruction in EFL contexts'. The Internet TESL Journal, Vol. IX, No. 2, February 2003, <http://iteslj.org>.

INNOVATIVE METHODS IN TEACHING ENGLISH LANGUAGE AND COMMUNICATION SKILLS

IEVGENIIA MOSHTAGH, Senior Teacher

O.M. Beketov National University of Urban Economy in Kharkiv

Today's world is rapidly changing in a technical way. Innovations come out of an ever increasing pace. Due to tremendous progress in information and communication technology, the scenario of contemporary teaching techniques is entirely changed. The teacher of 21 century should combine traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. It has now become a question of proficiency for English language teachers to be innovative, imaginative, and resourceful and have deep knowledge of

the subject and adopt new techniques to change socio and economic status of the country. Due to globalization the world is changing rapidly, hence a teacher has to improve and update knowledge of innovative techniques to meet the demands of changing era. Various innovative materials and strategies will contribute to the students' development. The present article explores the use of innovative techniques for teaching English. Novel methods such audio video aids, mimicry, group discussions, dialogue construction, enactment of drama would pave way for learning the language and boost the confidence of the learners.

Firstly, multimedia based teaching should be mentioned. Multimedia is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems. In this paper, the focus is made on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill.

The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

Secondly, mobile phone assisted language learning method has also become quite popular. Mobile phones are considered as miniature computers because of their additional facilities like texting, gaming, emailing and recording. Mobile Phone Assisted language learning covers PDAs, iPods and wireless computing. MPALL applications consist of mini lessons of grammar points, closed ended quizzes or games testing discrete language points available through SMS, the web or download, the vocabulary lessons, short definitions of words with examples of use, recording lectures for better understanding, dictionary, and a communicative language learning games using actions.

The most important features of Mobile Phone Assisted language learning are social interactivity, context portability, sensitivity, connectivity, individuality and immediacy. Due to greater opportunities of Computer Assisted Language learning, more and more language learning is likely taking place outside classroom setting.

Finally, games which are task based and have a purpose beyond the production of speech serve as excellent communicative activities. The aim of all language games is for students to use the language; however during game play learners also use the target language to play, persuade and negotiate their way to desired results. This process involves productive and receptive skills simultaneously. Games offer students a fun filled and relaxing learning atmosphere. After learning and practicing

new vocabulary, students have the opportunity to use language in a non-stressful way. While playing games, the learner's attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public which is one of the main factors inhibiting language learners from using the target language in front of other people. In a game oriented context, anxiety is reduced and speech fluency is generated thus communicative competence is achieved.

Currently, teachers enjoy an opportunity to operate a number of both traditional and innovative teaching methods. The methods which are more congenial for the needs of students based on their knowledge of the language are always appreciable in all aspects. The present article addresses a few of many innovative methods which can be very helpful for the teachers in meeting the expectations of students at intermediate and graduate level.

References

1. Madhavaiah G. et al., IJSRR 2013, 2(3), 141-145.
2. Jonassen D. H., Peck K. L. and Wilson B. G. Learning With Technology: A Constructivist Perspective, New Jersey: Merrill/Prentice Hall. 1999; 03(01): 04-06.

PROBLEM-BASED LEARNING IN THE ENGLISH LANGUAGE CLASSROOM

ALISA OMELCHENKO, Senior teacher

O.M.Beketov National University of Urban Economy in Kharkiv

Problem-based learning (PBL) is certainly not a new but effective teaching methodology. It is a term used within education for a range of pedagogic approaches that encourage students to learn through the structured exploration of a research problem. Problem-based learning is both a teaching method and an approach to the curriculum. It consists of carefully designed problems that challenge students to use problem solving techniques, self-directed learning strategies, team participation skills, and disciplinary knowledge.

Problem-based learning is different with traditional education system. In traditional education system, teachers tend to start by providing information, and then expect students to use the information to solve problems. In a problem-based approach to learning the problem comes first. Students both define the problem and gather information to explore it. Working in self-directed groups, students thus take an active and systematic approach to defining and exploring a research problem. Students learn how to learn and to think critically and creatively. PBL challenges students to reflect on how they think (meta-cognition) and how they learn as they define the problem; discuss and debate with peers; develop and refine hypotheses; conduct research; analyze, evaluate and synthesize information; and reflect on the problem-solving process. In the PBL framework the students are stimulated to search for knowledge in a systematic, scientific and realistic way, use modern technology,